

**The Use of Song by Bruno Mars Entitled “Count on me”
In Improving Students’ Listening Ability**

(A Pre Experimental Study toward the Seventh Grade of 11 Junior High School Bandung)

A Research Paper

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DEDICATING

This paper dedicated to my beloved parents, my mother and my Father which is in heaven. Thank you for giving me support, prays and everything unconditionally. To be your daughter is the most blessed life that Allah gave to me. My lovely sisters Asmi, mitha, Okta, and my lovely brothers Satran Effendi, Subari and Ismanto who Always be by my side and gave much spirit, and motivation until this research paper finished. All my Nephew Shireen, Antares, Keyla, Elnath and Nadhim who always encourage me when finished this research paper.

ABSTRACT

This research paper is entitled “ **The Use of song By Bruno Mars Entitled “Count on me” in Improving Students’ Listening Ability**”. This study was intended to find out whether the use of teaching English using Song can improve students’ listening ability or not. In addition this study is also intended to know the students’ responses toward the song used for teaching listening to improve students’ listening ability as technique for teaching listening ability. The research method used quantitative method and pre-experimental design with one group pre-test-post-test design. The population of this research were students of seventh grade of SMPN 11 Bandung and it had 13 classes with 480 students divided into 260 girls and 220 boys. The writer only took one class which is VII- 6 as the samples consisted 40 students randomly from 13 classes. The instruments of this research that were applied were; pre-test, post-test and questionnaire. The treatment was implemented and was administered to the experimental class. The data of this research was collected by giving the pre-test, post-test to students as the sample. The collected data were analyzed by using SPSS 13.0 for Windows t-test formula. The data from questionnaires were analyzed in order to find out the students’ responses toward the use of song by Bruno Mars in teaching and learning process. This was caused by p – value which was lower than the alpha ($0.000 < 0.05$), so that the null hypothesis was rejected. It indicated that there was differences between pre-test and post-test score after treatments. Based on the result of questionnaires as the used most of the respondents gave positive responses toward the use of song by Bruno Mars technique in teaching listening skill. It can be concluded that teaching listening by using song is effective in improving students’ listening ability.

PREFACE

Alhamdulillahirabbil'alamiin. All praises to Allah SWT, the most Merciful and Mightiest all finally, the writer completed this research paper entitled “The Use Of Songs By Bruno Mars Entitled “ Count on me” in Improving Students’ Listening Ability.

This paper is submitted as a partial fulfillment of the requirement for *Sarjana* Degree of English Department of Faculty of Arts and Letters of Pasundan University Bandung. This study attempts to find out benefits perceived by the students in the use of song technique in their listening class and students’ attitudes toward the use of song as technique in their listening ability.

The writer realizes that this paper is imperfection of the paper indeed. Thus, any constructive and positive comment or criticism is welcomed for the better improvement of this research paper. In addition, this paper can give contribution for English teachers in teaching Listening ability and be useful for all readers.

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Chapter 1

INTRODUCTION

This chapter deals with a brief introduction of the research paper, in the detail, it describes background of the study, identification of problem, reserach of problem,Aims of study, significances of this study and limitation of Probelm.

1.1 Background of the study

As the universal language, English has a significant position in educational language of several countries in the world, including education in Indonesia. English is taught in almost every educational institute in this country. Nowadays English language is the one most popular subject in Indonesia that makes students so interest to study English. That is because by learning English it will help developed human quality of life to face the era globalization . People in the world should master English to be able to communicate in the international communication, without English, people in the world can not communicate with other people from other country like Japan, India, and etc.

In Indonesia, English is consedered as a foreign language. The Indonesian people should master English language because It helps us to make a change for our country and also our life. In the eraglobalization Indonesian should develop the country those who role in the international interaction. And to make International interactions include economic relationship among countries, international bussiness relationship, global trading, and others.

English is important to be learn for students, because English has been a very important subject in Indonesian education such as for the computer because in this computer age, English is the only language that anyone can understand, and for reading the book.

Furthermore, the government has proclaimed that it is one of the compulsory subjects which become the parts of national exam it means what the government wants is that the students are able to understand English better and are able to speak and write in English better.

According to the curriculum (2006), teacher should teach short functional text including descriptive text, narrative text and procedural text. By teaching them English through song they can improve their listening ability, their vocabularies and it will support their understanding of the text. After listening the song student are asked to write the content of the song in form of the text. It is hoped this activity would have students achieved in teaching learning listening English that as community competence

About the difficulties in learning English we know that different students can have different difficulties and problems in learning English. They can make different mistakes in English Pronunciation, grammar, orthography and vocabulary usage. There is connection between the native language of a learner and particular difficulties in learning and using English and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living, from that three skills Listening comprehension that more difficult than reading, writing and speaking.

How ever, they have good problem in listening ability for the writer would like to help them improve their English especially listening ability in order to able to understand to text better. The writer purposes, this research which is entitled “ The Use of Song by Bruno Mars Entitled “Count on me” in Improving students’ listening ability”. it is belived that song can motivate students’ to learn better.

1.2 Identification of Problems

Even though listening is often to be done, but many people still not listen very well it will cause lack of understand into the conversation.

Atwater (1992). Mentions that Within the next forty-eight hours we forget half of that again, so that we retain only twenty-five percent of what we originally heard. In the fire service, as in any business, listening skills are very often ignored or just forgotten. Since listening is taken for granted, many interpersonal communication problems develop. In an effort to improve these communication skills countless executive courses have been developed and offered to improve their reading, writing, and speaking. Rarely, however, do we see courses offered to improve listening habits. Effective listening does not not come easily. It is very hard work. All to often we hear the words but we miss the message. To many of us, listening is viewed as a passive excercise, something we do in addition to our present focus. If we are ever to improve the effectiveness our listening skills, we must first understand that poor listening result from a variety of factors. We are susceptible to these factors because the time requerements of speaking and listening are mismatched.

Atwater (1992) Adds, the typical speaking rate at about 120 to 180 words per minute. We can generally listen with good comprehension at 500 to 800 words per minute. This speech-thought gap provides the conscientious listener with a time advantage for listening. It tends to work against those who are less attentive to the speaker's words.

For many students, listening a difficult skill to be improved So that from statements above teacher have to get right method and technique for improving students listening skill. song is one of technique which is very good to be used for improving students listening skill it could help sensivity to students sense of hearing. The influence of song for improving student's listening skill. Many teenage students like songs, including at Junior High School 40 Bandung. To get accurate result about the effect song for improving students listening skill the writer has choosen the tittle The use of song as a mean of technique for Improving Students' listening ability.

1.3 Research of Problem

The problem of this Research can be formulated in two questions below :

1. How effective is song by Bruno Mars Entitled "Count on me" used for improving Student listening ability?
2. What are the students' responses toward learning listening ability through song "Count on me" by Bruno Mars ?

1.4 Aims of study

1. To find out whether the use of English songs can improve students' listening ability ?
2. To know the responses of the students' toward learning listening by using song ?

1.5 Significances of this study

The main benefit of using songs in the classroom is that students understand the content of singing. By listening to music and performing songs, students will have confidence in English. By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006)

▪ Practice:

1. Teacher

Teachers can use some kinds of musical styles to teach students. Also, teachers may want to consider using songs that are easy to learn and follow.

2. Students

Students can enjoy the teaching learning process, so they will understand about the materials. If they understand the materials, automatically their listening ability will increase.

3. Other Writers

It will be used for the reference and comparison for them on doing their research.

1.6 Limitation of Problem

Based on the background of problem and the identification of problem above, this paper focuses on improving student's listening ability by using song as a mean technique to improving student's listening ability at Junior High School of seventh grade student's 11 Bandung to limit the problem song that use in this research focuses to get messages from the song entitled "Count on me" by Bruno Mars.

Chapter II

THEORETICAL FOUNDATION

This chapter deals with a brief introduction of the research paper, in the detail, it describes The definition of listening, the nature of listening, teaching listening, difficulties in listening, teaching listening through songs, choosing songs and advantages of Using Song.

2.1 Listening

2.1.1 The Definition of Listening

Emmert (1994) says that listening is an active process receiving, construct meaning form, and respond to spoken and or nonverbal messages, it is namely “the process by which spoken language is converted to meaning in the mind”

Lundsteen (1979:P.1) defines Listening is the combination of the meanings of words and sentences by the brain, it leads to the understanding of facts and ideas. In this study, it can be summarized that listening is a process of finding meaning from spoken language and the way for the learners to get information from something that was listened. We could not understand that they mean. So we must increase our listening skills.

2.1.2 The Importance of Listening Comprehension

The importance of listening in language learning has changed over the past years.

According to Hedge (2000:243) Listening used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and

pronunciation practice. This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication.

There are a lot of reasons why education is now focused on the ability to understand and contribute to communication. Firstly, pupils at basic schools are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, students have to develop effective listening strategies that will enable them to learn another language.

Underwood (1989:1) adds that *listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear*. Even though listening may be seen as a passive process it is not true because we as listeners have to concentrate on the message to be able to decode it. Underwood (1989:2) argues that “*hearing can be thought of as a passive condition, listening is always an active process*”.

There are three main stages involved in the auditory process. During the first stage sounds are structured into meaningful units, the process of organizing the sound into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. This means that we compare and contrast words or phrases we heard with already known information. The last step we can use this information later (Underwood).

The importance of listening in language learning is worth considering since when you do not listen you will never learn anything new.

2.2 The Purposes of Listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content Ur (1984: 3) and these ideas are based on our knowledge about the heard information.

These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody. According to Ur the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or non verb always of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and Ur argues that listening tasks should consist of short parts demanding immediate answer.

Hedge (2000) mentions that interactional purpose convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction.

Hedge (2000:243) claims that there are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and to exert control.

According to Underwood teachers should prepare their students for these situations: Attending a lesson or a lecture. The aim of this activity is to understand the main concept and to be able to distinguish the main information.

- Listening to announcements, news and weather forecast. In this situation listener's objective is to get relevant information.
- Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listening to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation.
- Listening to or watching plays, watching TV or listening to a radio for pleasure. The aim of this activity is to entertain oneself.
- Listening to someone giving a speech. The listener is often interested in views and attitudes of the speaker.
- Following the instructions. The listener's objective is to accomplish the task successfully.

Since it is difficult to provide listening that contains natural speech and is highly interesting I consider this list of purposes of individual listening as a support for teachers when they are choosing the listening text for their students.

2.3 Teaching Listening

As the writer stated earlier, listening is considered as an essential element of human's life. Thus, to be able to communicate with others, listening is required in the first step. It means that before acquiring other abilities (Speaking, reading and writing), people have to acquire listening ability first. The researcher believed that this matter also exists in educationa context. Considering this fact, teachers need to develop listening strategies and practice to provide the students. In doing so.

Schwartz (1998) suggests that it is essential for language teachers to help their students become effective listeners by giving the importance of listening in language learning and teaching. Therefore, by applying the way elaborated above, it will help the students acquire listening ability.

In the real situation, many non-native English teachers tend to teach listening in conventional way usually through tapes in language laboratory. However the researcher believe that this way is not an effective teaching and learning process because the students tend to memorize the material rather than apply it.

Brown (2006) Clarifies that proposes that listening activity in EFL classroom involves three main activities; listening for main ideas, listening for details, and listening and making inference. These activities are included into strategy of teaching listening (top-down and bottom-up strategies) that will be elaborated later.

2.3.1 Difficulties in Listening

Listening is considered difficult for many EFL learners. They face the difficulties in many aspects. According to Ur (2000) discovered several problems faced by EFL learners in listening as explained in the following:

1. Having Trouble With Sounds

Most listener rely on context of comprehension, they often unaware of sound perception and utterance. To overcome this problem, the learners may practice the pronunciation of the sounds they are hearing.

2. Having Understand Every Word

This problem often faced by the teacher and learners. Sometimes, teachers give the students perception that every word spoken by the speaker is important to give the meaning of the context. But the important thing is not only relying on every word, but also the meaning of the sentence given by the speaker. The teacher must explain this point to the learners so that the learner will be encourage to listen both to the word spoken by the speaker and to the meaning of the word spoken.

3. Understanding Fast, Natural Native Speech

Learners often ask the teacher to slow down and speak clearly if the teachers speak too fast. But the problem is, when the teacher do so, it will not help students overcome everyday informal speech. The listeners must practice with this kind of situation.

Ur (2000) suggests that they, in this case the listeners, should be exposed to as much spontaneous informal talk as they can successfully understand as soon as possible; and it is worth taking the time to explain them why it is so. Practicing a lot will make the listeners accustomed to the situation and they will be encouraged to improve their listening ability.

4. Requiring To Hear Things More Than Once

The listeners often have to cope with the situation when they have to hear things more than once, especially new things for them. They will probably ask the teacher what is the meaning of the words, how does it spell, and so on. To overcome this situation, the teachers may use the passage which include 'redundant' words and give

learners the opportunity to request clarification or repetition during the listening comprehension.

5. Keeping Up to Listen is Hard

When the students feel ‘overload’ with the incoming information, they may need to take a rest. Ur (2000) offers a solution to overcome this problem. He suggests that the solution is not slowing down the discourse, but rather encouraging them to relax. Give the students permission to stop trying to understand everything and allow them to ignore the rest.

6. Getting Tired

The students sometimes get tired when the listening comprehension gets too long. This is one reason for the teacher for not making listening comprehension passages too long.

2.4 Process of Listening

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how to listen. There are two main views of listening bottom-up process and top-down listening process.

2.4.1 Bottom-up listening process

This type of process is linear as the meaning is gained at the end of the process.

Hedge (2000: 230) Mentions that points out that we use our knowledge of the language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words we create the message from the individual parts e.g. from sounds to words to grammatical units to lexical meaning. And at the same time with this process we use any clues that can help us with the meaning.

Hedge claims that there are several clues such as the stress implied on certain meaningful units, relationship between stressed and unstressed syllables; we also use our lexical and syntactic knowledge to get the meaning of the words.

2.4.2 Top down process

Previous background knowledge of the topic of the conversation help the listener to explain and interpret what the speaker is talking about and this prior knowledge enables him or her to predict what may come next. The prior knowledge was also termed as schematic knowledge. The top down process also allows the listener to avoid some aspects of the bottom-up process (Celce-Murcia).

Brown and Yule suggests to the listener must put the language in a context of situation to get the meaning. Native speakers usually use their background and cultural knowledge; and their previous knowledge for listening situations as they expect that certain situations are connected with typical features and language. These abovementioned facts make the listening comprehension easier as they help them to interpret what is being spoken about and what will probably follow (Underwood).

It is teacher's responsibility to teach their students to pay attention to what they hear, to get the main idea and interpret it and subsequently respond to the information.

2.5 Listening Strategies

According to Field (2009:287) that Teachers wishing to promote more effective listening behaviour need to give careful thought to learner strategies. It is useful (and very much) in line with the process approach advocated earlier) to establish what contribution accurate decoding makes to learners' listening and thus how important strategies are in making up for gaps in what has been decoded.

In addition, understanding strategies of listening can support and inform the way in which we approach instruction. Teachers might incorporate strategies into a listening programme in one of three ways. They might

- a) Draw upon knowledge of strategy use to interpret the decisions made by learners about the the recorded material they hear;
- b) Raise learner awareness of listening strategies : both their potential value and their possible dangers; *the challenge of the real world.*
- c) Include specific instruction that aims to increase strategy use and to ensure that learners match their strategies more effectively to the problems they seek to resolve.

So based on the statements above the writer must have the strategies for learning listening and improve then in order to be able to teach listening better in classroom, the ways in which listening strategies are described and categorised by researcher do not in general serve the purposes of the classroom very well.

2.6 Choosing Songs

The main difficulty in using song as the media of teaching listening to EFL students is choosing songs the most suitable song. The teacher must be careful in choosing songs that will be presented to the students. Songs that are suitable for listening comprehension is song which fulfills the purpose of teaching.

There are some principles criteria when teachers choose song as learning material, among others:

1. Song must have clear and understandable lyric. In doing so, they suggest to avoid song which is too fast-paced and song in which the buried the singer's voice (Coromina,2000 and Lynch,2005).
2. Use songs that have appropriate theme. Songs with any type of negative theme should be avoided. Besides, songs that have interesting story and theme are suitable to be used in the class (Coromina,2000 and Lynch,2005).
3. The song used should be popular with the students. When the students know the song, they will be interested to notice the lyric and find out the meaning Lynch (2005)

2.7 Advantages of Using Song

There are several advantages of using song as the media of teaching listening to the students. In doing so, song is an effective tool to stimulate students' motivation in recognizing the aspects in that song, such as vocabulary, stress and utterance.

According to Saricoban and Metin (2000), song is highly memorable and motivating because it contains language features such as stress, rhythm, and intonation. From the statements of song above, it can be concluded that the advantages of using songs also provides positive effect for our listening ability. While we listen to the English song, usually we sing to the following lyric. It means that we read English while we listen to the song.

2.8 Teaching Listening through Songs

Song is a musical composition. (usually known as lyric) and commonly followed by other musical instruments

According to Oxford advanced learners' Dictionary (2000), song is defined as a pattern of sounds made by musical instruments with word that you can sing and intended to give pleasure to people listening to it.

From the definitions of song above, it can be concluded that song is a composition of words followed by music instruments; it also gives pleasure to the people when they are listening to the song.

Song is an element that could not be separated from people's daily life. People frequently listen to songs and even to new songs. For some people, listening song has certain benefit for their listening ability, they could easily memorize the lyric and the tunes though they only have heard the song for once or twice. Nowadays, song is not only applied for entertainment purposes but also for education purposes. The use of song as an integral part of a primary school day or week is neither new or innovative (Trinick,2011). Teacher frequently used song as the media of teaching in classroom activities.

2.8. Lesson Planning

Before starting planning a listening activity teachers first of all should consider three things.

Firstly, they ought to choose a type of a listening activity that they find interesting and suitable for their students.

Secondly, teachers should select an activity that will practice those listening skills that are relevant for the students.

The last thing, but in my opinion one of the most important, that has to be borne in mind is to compile a coherent lesson. This can be done by scaffolding. The term scaffolding means helping students during the listening process when teachers provide their students with support. Nikolic states students of any level can deal with almost any 24 short listening passage, providing that the task is simple enough for them to experience success (19). When students do not need this support any more it can be easily removed. Once all three main considerations are taken into account teachers should focus on the lesson planning.

2.8.1 The Steps of teaching Listening Based on Song “Count on me” by Bruno Mars

- Firstly, the Teacher prepare all materials such as tape recorder, song and Text lyric.
- Secondly, the Teacher ask the students to listen the song by Bruno Mars Entitled “Count on me” played from tape recorder, they have to listen to the song for 3 times
- Third, The teacher gave the students text lyric and they have to fill out the blank with the words taken from the song
- The last steps, The teacher ask to students to interpret the text lyric after they complete fill out the blank that taken from the song.

Chapter III

RESEARCH METHODOLOGY

This chapter consists of research methodology, research applied in the research. It is an overview of the research design, the hypothesis of the research, population and sample, procedure of data collection, instrument of research, the procedures of the research, the validity and reliability in instrument test that is used and data analysis.

3.1 Research Design

There are numbers of research methodologies can be used in education research pre-experimental design, such as pre-test and post-test design, static group comparison, etc.

In this research the writer used quantitative research where the study designed to test hypotheses through the use of objective instruments and statistical analysis.

“Quantitative research methods are used to examine question that can base the answered by collecting statistically analyzing data that are in numerical form” Crowl (1996:10). The writer used quantitative method because the writer needs method which regarded as a systematic research method in improving students’ listening skill.

Considering the objectives and the problem in this study, the writer decided to use one group pre-test and post-test design. “One group pre-test and post-test design differs from the other design that the questionnaire is administered twice: once as a pre-test (O_1) before students start writing with the word processor (X) and again as a post-test (O_2), Crowl (1996:290). The one group pre-test and post-test design could be illustrated as follows:

$O_1 \times O_2$

(Crowl, (1996:290)

O_1 = Pre-test Score (Before Giving the Treatment)

O_2 = Post-test Score (After Giving Treatment)

3.2 Research Hypothesis

According to Arikunto (2010): “Hypothesis has important part in the research. The writer should be able to formulate hypothesis clearly”. There are two types of hypothesis that are used in the research, alternative hypothesis (H_a) and null hypothesis (H_o). The alternative hypothesis shows that there is a connection between X and Y variable or there is a difference between two groups while the null hypothesis shows that there is no difference between two variables or there is no effect between X and Y.

The writer’s hypothesis in his study:

H_o : there is no different achievement between student’s listening ability before and after using song.

H_a : there is different achievement between student’s listening ability before and after taught by using.

3.3 Population and Sample

3.3.1 Population

Population is all data concerns us in a scope and time that we specify. Moreover, Sugiyono (2009), states that population is generalization region which consists of

objects or subjects with specific qualities and characteristics which have been fixed by the researcher to investigate and finally get a conclusion. From the statement above, the writer decided that uses all aspects such as students, teacher, even times setting selected that can provide the data observation.

In this research, the writer chooses SMPN 11 Bandung. The population of this research is students of seventh grade of SMPN 11 Bandung and there are 13 classes. Which the total number of student are 480 students which consists of 260 girls and 220 boys. They are chosen because they have learning English which cover listening.

3.3.2 Sample

Sample is an aspect that more specific than population. Sample is object of the research that can give information for the writer. The total number of the samples are forty students. The writer was uses pre-test as the first test to analyze the students' ability to comprehend their listening ability before habituate with the language and the post-test is given to analyze the students' ability after having familiar with the language.

On this section, the researcher chooses random sampling. According to Sugiyono (2003:74-78) Random Sampling is a sampling technique where selected a group of subject. Therefore, the writer chooses class of VII-6 consists of 40 students randomly from 13 classes. On the learning process, the teacher divided students into several group. One group consists of five students.

3.4 Procedures of Data Collection

In this study, the writer will use pre-test and post-test in collecting data. The writer will make two lesson plans for experimental class. In this case, the writer will give some steps in collecting the data.

Firstly, all of Students in VII- 6 class were given pre-test about popular song that is the Use of Song by Bruno mars entitled “Count on me”.

Secondly, the teacher gave an exercise to students, to fill out the blank lyrics. As the pre-test. After that sessions finished, the teacher corrected the student exercises.

for the next step the teacher made students being known their hearing by playing another song with singing that song together, Purpose to make students more comfortable and more accustom with English from the songs they heard. for final steps the teachers gave a post-test by using a same song as the first step above.

Table 3.1

The Schedule of Treatments of the Research

Stages	Date	Materials
1	24th November	Pre-test
2	25th November	Treatment 1
3	26th November	Treatment 2
4	27th November	Post-test 3
5	28th November	Questionnaire

3.5 Instruments of the research

3.5.1 Pre-test

According to Wikipedia (2010): “Pre-test is an evaluation that is conducted to examine of a concept that was planned” It means, before the writer gives treatments, the writer will examine using his concepts, in this case, the writer use song by Bruno Mars to know students capability in their listening ability.

3.5.2 Post-test

Wikipedia (2010) mentions: “Post-test is an evaluation that is conducted to know reached goal. It can also be used as input to the next situation of analysis” It means that the writer will conduct post-test based on treatments that have been given to know the effectiveness of song in learning and teaching process.

3.5.3 Questionnaire

The questionnaire is used to gain the data about students’ response to the use of Song by Bruno Mars entitled “Count on me” in teaching listening It used closed questionnaire which consists of a group of statements that should be completed (see appendix, for more detailed of the statements). The advantage of closed questionnaire is the students can fill it easier and quicker. The responses are also quicker and more reliable to be scored (Wallace, 2000:135). There are four responses category: strongly agree, agree, disagree and strongly disagree.

3.6 The Validity And Reliability of Test Instrument

3.6.1 Validity Test

(Sugiyono 2005 : 137) says: *Uji validitas digunakan untuk mengukur apa yang seharusnya diukur sehingga instrumen penelitian bisa memenuhi persyaratan.*

According to Arikunto as cited by Akdon (2005 :143) mentions that the validity is a measure that indicates the level of reliability or validity of a measuring instrument. Therefore, to reveal the real data, the first instruments should be tested to test the validity of the instruments, the writer used the formula from *Pearson Product Moment* is described as follows :

$$r_{hitung} = \frac{n \cdot \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \cdot \{n \sum y^2 - (\sum y)^2\}}} \quad \text{Riduwan (2004:110)}$$

Where :

r_{hitung} = Coefficient of Correlation

$\sum x$ = Total score items

$\sum y$ = Number of total score (all items)

N = Number of respondents

To test the significance of the relationship is whether the which is found and applies to the entire population of n people, it is necessary to test its significance.

Formula product moment correlation significance test is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad \text{Riduwan (2004:110)}$$

Where : $t = \text{score } t_{hitung}$

$r =$ The correlation coefficient results r_{hitung}

$n =$ Total of respondents

Price t-count then compared with the price t-table, for 5% error.

($\alpha = 0.05$) and the degrees of freedom ($df = n - 2$).

Rule of decision:

if $t_{hitung} > t_{tabel}$ it means *valid* ,otherwise

$t_{hitung} < t_{tabel}$ it means is not valid

3.6.2 Reliability Test

Reliability test is intended to look at the consistency of the instrument in exposing the phenomenon of a group of individuals, and it has done in a different time. Thus, it can be interpreted that the reliability of the instrument is as regularity (consistency) measurement tool to measure what is measured, so that whenever a tool that is used will give relatively similar results. To test the internal consistency reliability of the instrument to be done by trying out once, and then the data were analyzed. The results of the analysis can be used to predict the reliability of the instrument. Therefore, a valid and reliable instrument is a necessary condition to obtain good research results.

Arikunto (2010) adds : “*reliabilitas merupakan instrument yang dapat diandalkan sebagai alat pengumpulan data. Instrumen yang handal, maka akan menghasilkan data yang dapat diandalkan juga*”.

There are several techniques or how to calculate the reliability of the instrument. However, the authors using Cronbach alpha reliability coefficient. (Saif Anwar, 1997: 77).

Test reliability using Cronbach Alpha formula as follows:
$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k S_i^2}{S_{total}^2} \right)$$

Where : k = is the number of point statement.

S_i^2 = is the variance from the score of point statement
to i

S_{total}^2 = is the variance of the total score of the whole point statement

Variance is obtained by the following formula:

$$S^2 = \frac{1}{(n-1)} \sum_{i=1}^n (x_i - \bar{x})^2$$

Where :

S^2 = variance

n = Total of respondents

x_i = scores obtained by the respondent to- i

\bar{x} = average

According to Usman, the coefficient of reliability (α) over 0,700 have shown that the instrument was reliable. (Kaplan & Saccuzo, 1993).

3.7 Technique Analysis Data

Data analysis is one of a series of research activities, so that the activities of analyzing these data are highly related to the previous series of activities ranging from the selected type of assessment, Research of the problem and research objectives, the type of data, the number of subjects to try, as well as the theoretical assumptions underlying research activities. Thus, in analyzing the data, a series of previous stages are concerned as a reference so that the research is coherent, that is related or associated with stages of other research. A description of these stages is presented below.

Data analysis was conducted through four stages, namely description of the data, the test phase of requirements analysis, statistical test phase and phase test of the hypothesis.

3.7.1 Stage of Data Description.

Descriptive analysis of research data can be used to enrich the discussion, through this analysis it can be seen how the respondents to the questionnaire are being studied. To make it easier to interpret the questionnaire is being studied, then conducted the categorization of the scores of respondents. Principles of categorization of the total score of the respondents adopted Sugiyono theory (2009), which is based on the range of the maximum and minimum scores, then divided by the number of the desired category with the following formula:

$$\text{Score Range Category} = \frac{\text{Score Max} - \text{Score Min}}{5} \text{--- Explanation :}$$

$$\text{Score Maximum} = \text{Total Respondes} \times \text{Total questionnaire} \times 5$$

$$\text{Score Minimum} = \text{Total Respondens} \times \text{Total questionnaire} \times 1$$

3.7.2 Stages of Test Requirements Analysis

3.7.2.1 Stages of Normality Data Test

Test requirement analysis can be performed through normality test. Normality test is performed to determine whether or not the normal distribution of data to be analyzed. Normality test is the method of Kolmogorov-Smirnov test normal which will be processed with *SPSS 13.0 for Windows*, then the test equipment can be used when the statistical parametric sample data assuming a normal distribution fulfilled. Basis for decision making can be conducted based on probability (Asymptotic Significance) namely (Ghozali: 2011):

- a. If the probability $> 0,05$ then the distribution of the population is normal.
- b. If the probability $< 0,05$ then it is not a normal Gaussian populations

3.7.3 The Stage of paired Samples t-test (paired sample test)

Hypothesis test for pre-test and post-test in pairs using paired samples *t-test* or a *test* for paired samples or two correlated. The purpose of this test is to test two paired samples, whether having an average which are significantly different or not. Paired samples (*paired sample*) is a sample of the same subject but had two different measurement or treatment (Ulber: 2009).

formula for paired sample *t-test* as follows:

Description:

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$

Where: $\sum D$: is the amount of the overall difference in values of x 1,(first treatment) and X 2 (second treatment)

$\sum D^2$: is the amount of the overall difference in values of x 1,(first treatment) and X 2 (secondary treatment).

If the spread of the data acquired is not Gaussian normal then the steps to test alternative test using non-parametric data that is different from the two Test sample paired Wilcoxon

3.7.3.1 Stage of two Different Paired Samples Wilcoxon Test

This technique is a refinement of the sign test (Sign Test). If the magnitude of the difference in the value of the sign test between positive and negative numbers are not taken into account, whereas the Wilcoxon test in these counts. As in the sign test, this technique is used to test the hypothesis of comparative significance of two samples that are correlated if data is ordinal (tiered) Sugiyono (2012: 44). To test the significance of differences in Wilcoxon rank test using following formula:

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N-1)(2N+1)}{24}}}$$

Description:

T = the number of positive rank or the number of the smallest negative ranking

N = number of couples who are not equal in value

3.7.4 The stage of Hypothesis Testing

Steps of hypothesis testing being performed are:

- a. Determine the zero hypothesis (H_0) and the alternative hypothesis (H_a)

$H_0 : \mu_1 = \mu_2$ Pretest of listening skill equal with posttest listening skill

$H_a : \mu_1 \neq \mu_2$ Pretest of listening skill does not equal with posttest listening skill

- b. Determine criteria in taking decision whether it is accepted or whether it is rejected of the hypothesis, that is :

Test criteria :

Reject H_0 if the p-value (Sigs.) $< \alpha$

Accept H_0 if the p-value (Sigs.) $> \alpha$.
 $\alpha : 5\%$

- c. Concludes, that is, reject or accept the H_0 , obtained by means of comparing between p-value (Sigs.) alpha (α : by 5%).

Chapter IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

This Chapter explains about data analysis, and discussions. In findings, the writer will find out about result from test data (pre-test-post-test) one groups or pre-experimental groups and the calculation of effect size. The writer will use SPSS *13.00 for windows* to find out result data. In the last is discussion. After the writer has found data result that he wants, the writer will conduct discussion based on research that hat made.

4.1 Data Analysis

The writer conducted the study in SMP 11 Bandung. This school There are 13 classes and the to measure total number of the seventh grades students are 480 students which is consisted of 260 girls and 220 boys.and from this classes the writer choose one class of seventh grade junior high school 11 Bandung that is VII-6 class.

In this opportunity, the writer used song by Bruno Mars entitled “Count on me in teaching learning process. When the writer played song, students feel enjoy and very interest in learning process.

4.1.1 Validity Test

This test was conducted to test the validity of each item in the statement of measuring variables. Testing the validity of this research is done by correlating the scores of each item statement with the aim of the respondent with a total score for all items . Correlation techniques are used to test the validity of the statements in this research is the *Pearson product moment* correlation. If the value of the correlation coefficient statement item being tested is greater than r table

(n = 40) 0.312, it can be concluded that the statement items are construction (construct) are valid . The results of the questionnaire validity test using SPSS 13.00 for Windows, validity coefficient values obtained as follows:

Tabel 4.1
The Result of Validity Questionnaire Research

Correlations		Total
P_1	Pearson Correlation Sig. (2-tailed)	,345 ,029
P_2	Pearson Correlation Sig. (2-tailed)	,564 ,000
P_3	Pearson Correlation Sig. (2-tailed)	,624 ,000
P_4	Pearson Correlation Sig. (2-tailed)	,592 ,000
P_5	Pearson Correlation Sig. (2-tailed)	,518 ,001
P_6	Pearson Correlation Sig. (2-tailed)	,566 ,000
P_7	Pearson Correlation Sig. (2-tailed)	,733 ,000
P_8	Pearson Correlation Sig. (2-tailed)	,663 ,000
P_9	Pearson Correlation Sig. (2-tailed)	,597 ,000
P_10	Pearson Correlation Sig. (2-tailed)	,550 ,000
Total	N	40

Based on the table above, the items of instruments that is used in research instruments have greater validity coefficient of 0.312 with a p-value (sig) of 0.000 , so that such instruments is valid and can be used as a measuring tool in this study .

4.1.2 Reliability Test of the Instruments

As Arikunto says, an instrument must be reliable as a tool in collecting data when the instruments have been reliable, it will make data become reliable too.

Reliability testing done against the grain of the statements included in the category is valid. Reliability testing was done by way of testing instrument it once, then analyzed by using Cronbach Alpha method. The questionnaire is said to be reliable if the reliability

coefficient is positive and greater than 0.70. As for the reliability of the test results by using the SPSS program for windows, 13.00 retrieved the value of the coefficient of reliability as follows:

Tabel 4.2
The Result of Validity Questionnaire Research

Reliability Statistics	
Cronbach's Alpha	N of Items
,751	10

The Details of the reliability values statements on the questionnaire each statement that is examined is greater than 0.70 this result indicates that the measuring instrument used in the study have reliability as a measurement tool.

4.2.2.1 Analysis of Descriptive Research Data

A descriptive analysis of the study data can be used to enrich the discussion, this can be known through the analysis of how the responses of the respondents to the questionnaire that is being researched. To make it easier to interpret the questionnaire that is being researched, then performed a categorization of the score the responses of the respondents. The principle amount of categorization based on the responses of the respondents is adopted from the theory of Sugiyono (2009) that is based on the range of the maximum score and score the minimum, then the number of the desired category is divided by the following formula:

$$\text{Range of score categories} = \frac{\text{Maximum score} - \text{Minimum score}}{5}$$

Description :

Maximum score = Total of respondents x total of question x 5

Minimum score = Total of respondents x total of question x 1

Deskriptif analysis was performed with reference to the indicators examined in the research on *Listening Skill*.

4.1.2.2 Listening Ability

The results of field data obtained showed most States agree to the questions concerning the Listening Skill. Of the 40 respondents who returned the questionnaire relating to Listening Skills are as follows:

Table 4.3
The Answers Score of The Respondents To Question Item in Research on
Listening Skill

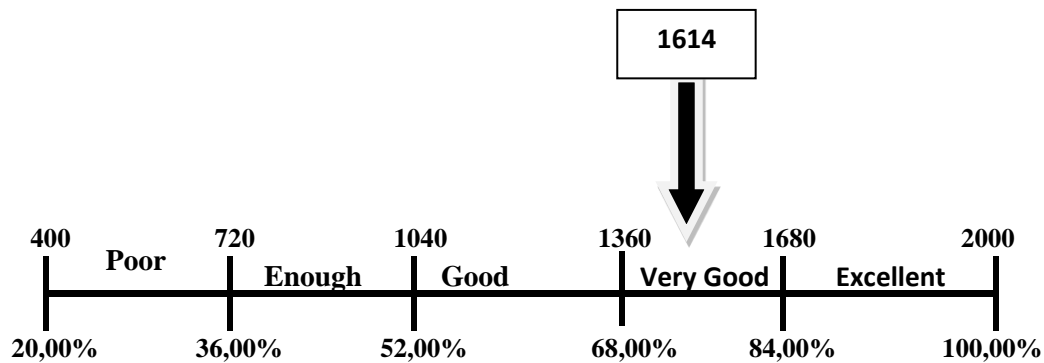
Instrument	Respondents Answer					Total Score
	5	4	3	2	1	
1	1	1	1	26	11	75
2	27	11	2	0	0	185
3	28	9	1	2	0	183
4	14	24	2	0	0	172
5	22	16	2	0	0	180
6	18	14	5	3	0	167
7	16	16	6	2	0	166
8	29	10	1	0	0	188
9	4	11	5	18	2	117
10	21	19	0	0	0	181
Total	180	131	25	51	13	1614
	(180x5)=900	(131x4)=524	(25x3)=75	(51x2)=102	(13x1)=13	

On the research above Listening Skill with number of items 10 questions and the number of respondents 40 Students, obtained a total score of 1614, the score ranged for each category were determined as follows:

$$\text{Range of Score category} = \frac{(40 \times 10 \times 5) - (40 \times 10 - 1)}{5}$$

$$= \frac{2000 - 400}{5} = 320$$

So the length of the interval for each category is 320 so that the number of respondents response score top 10 rounds of questions about Listening Skill is acquired ranges as follows:



Through a number of score responses from 10 questions asked about the variable quality of service, it can be noted that the responses of the respondents regarding to the Listening Skills are included in the category of "Very Good".

Table 4.4
Pre-Test result

No	Name of students'	Score of Pre-Test
1	ATR	80
2	AMPD	50
3	APF	50
4	BF	80
5	DAL	45
6	DSP	45
7	DA	30
8	FHR	80
9	FZ	40
10	FR	45
11	GZHP	45
12	HS	50
13	IPPP	75
14	IQA	50
15	INR	40
16	IR	50
17	KNR	50
18	KMS	45
19	MFZF	80
20	MA	45
21	MFAD	60
22	MGI	65
23	MHR	45
24	MRS	60
25	NI	30
26	NWDY	80
27	NF	45
28	PQK	50
29	RAP	80
30	RV	85
31	RRP	75
32	RS	80
33	RA	55
34	RM	45
35	SHH	50
36	SRP	85
37	TAN	40
38	WR	85
39	YP	40
40	ZN	40

Table 4.5

Post -Test result

No	Name of students'	Score of Pre-Test
1	ATR	100
2	AMPD	85
3	APF	90
4	BF	100
5	DAL	85
6	DSP	85
7	DA	80
8	FHR	100
9	FZ	85
10	FR	90
11	GZHP	95
12	HS	95
13	IPPP	85
14	IQA	90
15	INR	80
16	IR	95
17	KNR	95
18	KMS	80
19	MFZF	100
20	MA	90
21	MFAD	95
22	MGI	95
23	MHR	75
24	MRS	100
25	NI	80
26	NWDY	100
27	NF	90
28	PQK	95
29	RAP	100
30	RV	100
31	RRP	95
32	RS	100
33	RA	90
34	RM	85
35	SHH	90
36	SRP	95
37	TAN	80
38	WR	100
39	YP	80
40	ZN	80

4.2

Findings

4.21 Findings of the Pre-Test and Post-Test Data

To prove that the data before and after the Listening Skill or not significantly different, then the test is done in common two average value initial state by using the test methods-t. Paired t-test methods are parametric analysis where there is an assumption that should be fulfilled first, i.e. normally the distribution of each group of data which will then be processed. If the normality of data are met, then performed the calculation value of the gain to be used in the average comparison test (test-t). However, problems occur when the assumptions are not met. Because we are not always able to make assumptions, and indeed in some sample data cannot be created the assumptions, then we can analyze the data with a method known as the nonparametric method or methods without distribution. Wilcoxon signed-rank test for paired data can be used to test the difference between the two groups of the data. Testing is another alternative to parametric test-t is most useful when researchers want to avoid assumptions and requirements that limit, all of which were necessary in the test-t (Siegel, Sidney. English translation: Zanzawi Landung Simatupang and Sayuti. Nonparametrik Statistics For the social sciences, Jakarta: Gramedia, 1997: 159).

4.2.2 Normality Test

Normality test that used is the method of normal test Kolmogorov-Smirnov. The following is presented in full normality test score results calculation pretes and postes for

Listening Skill. By using the SPSS program for windows 13.00 retrieved the following results:

Tabel 4.4
Normality test score pre-test and pos-test for Listening Skills

One-Sample Kolmogorov-Smirnov Test

		Pretest	Postes
N		40	40
Normal Parameters ^{a,b}	Mean	56,7500	90,8750
	Std. Deviation	17,08013	7,50107
Most Extreme Differences	Absolute	,254	,184
	Positive	,254	,133
	Negative	-,163	-,184
Kolmogorov-Smirnov Z		1,604	1,163
Asymp. Sig. (2-tailed)		,012	,134

a. Test distribution is Normal.

b. Calculated from data.

From the table above it can be seen that at a significant level of $\alpha = 0.05$ and sample size by as much as 40, Kolmogorov-Smirnov value obtained by 1,604 to pretest and 1,163 to pos-test. From the results of calculation of the value of the p-value obtained (sig) $0.012 < 0.05$ to pretest and $0,134 > 0.05$ to. This indicates that the score is not a normal Gaussian pretest and post-test Listening Skill Gaussian normal.

And then from normality test results to groups above data may be aware that there are still violations of the assumptions of parametric testing. Therefore, the testing will be done using the nonparametric method, in this case using the Wilcoxon signed-rank test.

4.2.3 Wilcoxon Signed Rank Test

If the number of pairs of samples that have nonzero difference (N) less than or equal to 25 samples, then testing hypotheses based on the prices of critical sampling

distributions t. However if a large sample (>25), then testing hypotheses based on the value of the p-value. (Siegel, Sidney. 1997, Nonparametric, interpreting the statistics: Zanzawi Sayuti and Landung Simatupang, Jakarta: Gramedia Pustaka Utama)

Hypothesis testing:

H₀: the two groups of data are likely to be the same (not significantly different)

H₁: both groups of data are likely to be not the same (different significant)

α : 5%

Test criteria:

Reject H₀ If p-value $< \alpha$

Accept H₀ If p-value $> \alpha$

With the help of the application program SPSS version 13.0 then obtained the result calculation as follows:

Tabel 4.5
The Number of Paired Ranking Data Listening Skill

Ranks		N	Mean Rank	Sum of Ranks
Posttes - Pretest	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	40 ^b	20,50	820,00
	Ties	0 ^c		
	Total	40		

a. Posttes < Pretest

b. Posttes > Pretest

c. Posttes = Pretest

Description:

- No pair smaller than post-test pretest.

- Number of couples pos-test pretest greater than 40 samples and had a number of ranking (R1) of 820,00.
- No mate same pretest posttest.

It means Listening Skill post-test: Data had greater participation than data pretest Listening Skill.

The number of rank to sign at least a (T) is a negative sign .In this calculation no negative signs so that the number of negative signs to rank is 0.

With the help of the application program SPSS version 13.0 then obtained the result calculation as follows:

Tabel 4.6
Wilcoxon Signed Rank Test Data Listening Skill

Test Statistics^b	
	Posttes - Pretest
Z	-5,535 ^a
Asy mp. Sig. (2-tailed)	,000

a. Based on negativ e ranks.

b. Wilcoxon Signed Ranks Test

Based on the results obtained in the above value of SPSS output Asymp. SIG. (2-tailed) is equal to 0.000. Due to the value of the p-value is greater than alpha ($0.000 < 0.05$), so that the H1 is accepted, which means that there are significant differences are likely to score with a score of Listening Skill Pretest and Post-test *Listening Skill*

4.3 Discussions

In this discussion the writer answer two research problems that had been made.

- The first question How effective is song by Bruno Mars entitled “Count on me” used for improving Students’ listening skill ? based on the data that has obtained above, the writer concludes that is song by Bruno Mars entitled “count on me” is effective for improving students’ listening ability especially in junior high school. We can see effect size value above, the writer got. When we compare between pre-test and post-test in research on the results obtained above value of SPSS output Asymp. SIG. (2-tailed) is equal to 0.000. Due to the value of the p-value is greater than alpha ($0.000 < 0.05$), so that the H1 is accepted, which means that there are significant differences are likely to score with a score of Listening Skill Pre-test and Post-test *Listening Skill*.
- Second, what are students’ responses of the students’ toward learning listening by using song ? to Know the responses of the students’ toward learning listening by using song The writer also gives questioner in Classroom research after the treatment has finished. Through a number of score responses from 10 questions asked about the variable quality of service, it can be noted that the responses of the respondents regarding the Listening Skills are included in the category of "Very Good".

Chapter V

CONCLUSION AND SUGGESTIONS

This chapter discusses the research result. The conclusion part provides an interpretation of conducted research result. While suggestions provide some ideas addressed to English teacher and further research relating to the use of song in English teaching and learning process especially listening.

5.1 Conclusions

The Difficulties of some English teacher in teaching listening encourage the writer to conduct this research. This writer conducted the research in November 2014 it was applied to students of seventh grade of Junior High School 11 Bandung. It is aimed at findings whether or not the technique of teach using song is effective and can improve students listening ability.

In addition their students listening ability was also intended to know the students responses towards the song used for improving students listening ability.

The research used quantitative method and pre-experimental design with one group pre-test –post-test design. The population of this research were students of seventh grade of SMPN 11 Bandung and it had 13 classes with 480 students divided into 260 girls and 220 boys. The writer only took one class which is class VII-6 as the sample consisted of 40 students. In this research, the writer used 3 instruments, those were, pre-test, post-test and questionnaire.

The findings of the research were as follows: There was a significant difference between pre-test listening ability when compared to the post-test listening ability due to value of the p - value is greater than alpha ($0.000 < 0.05$). The result is obtained through comparing between

pre-test and post-test. Hence, it can be concluded that the use of song is effective and it is liked by the students because it can improve their listening ability. The questionnaire results that consisted of 10 questions with 40 respondents can be concluded as “Very Good”

Based on the research findings above it can be concluded that :

1. The use of English song is effective and it is liked by the students because it can improve their listening ability.
2. The questionnaire results that consisted of 10 questions with 40 respondents can be concluded as “Very Good”

5.2 Suggestions

Considering what have been done in this research, there are several suggestions for further research in the field of the use of song as the technique in teaching and learning English. The suggestions are expected to be taken as consideration for the writer who are willing to do research at the same subject.

1. The writer suggested to select appropriate song to play. Songs which are suitable for teaching and learning process have been elaborated in previous section. For that reason, it can help the students learn English language well.
2. The writer suggests that the teacher should arrange a good lesson plan so the teaching listening comprehension will be effective.

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